

Special Edition

A Publication of the Arizona Department of Education

Exceptional Student Services

1535 W. Jefferson • Phoenix, AZ 85007

Fall 2000

Hull-Keegan Arizona Education 2000 Plan

by John Schilling

On July 10, Governor Jane Hull signed SB 1007 and referred the Hull-Keegan Education 2000 plan to the November ballot for voter approval. 67 of 90 lawmakers voted in favor of the plan, which represented a tremendous bipartisan victory for Governor Hull, Superintendent Keegan, leaders of the business and education communities, and most importantly, Arizona schools and students. Education 2000 (Proposition 301) provides a necessary supplemental investment in education and includes specific financial and academic accountability measures.

- Education 2000 would raise the statewide sales tax by six-tenths of one percent. This amounts to an extra six cents on a \$10 purchase. It is estimated to raise \$445 million in the first year, growing to approximately \$780 million by year 10. Approximately 85% of revenues generated are dedicated to K-12; 12% to Universities; and 3% to Community Colleges. New K-12 monies are directed to classrooms with an estimated increase of \$350 per pupil.
- The bill allows the state to issue school facility revenue bonds in order to meet the state's obligation under Students FIRST to correct all existing capital deficiencies.
- The Arizona Department of Education (ADE) will develop achievement profiles on every public school in the state. The profile will consist of Arizona Instrument to Measure Standards (AIMS) data, adequate yearly progress data (otherwise known as the Measure of Academic Progress, based on annual Stanford 9 results), and the school's dropout rate.
- Schools who fail to make acceptable progress in each area will be publicly identified and designated an "underperforming school." A school that fails to demonstrate acceptable progress in an area for two consecutive years would be designated a "failing school." If a charter school is designated a "failing school" ADE shall immediately notify the charter school's sponsor who shall take action to restore the charter to acceptable performance or begin proceedings to revoke the school's charter. Failing schools would receive assistance from instructional solutions teams and pupils in the school may select alternative tutoring programs from providers certified by the State Board of Education.
- Monies go directly to schools with 20% dedicated to an increase in the base pay for teachers; 40% dedicated to performance-based increases for teachers; and 40% dedicated to other areas such as reducing class size, AIMS intervention or dropout prevention. The school year is also increased from 175 to 180 days over five years.
- Education 2000 completes the Student Accountability Information System (SAIS) by requiring school districts and charter schools to submit student level data electronically to ADE. It establishes July 1, 2001 as the deadline for the submission of data and allows for good cause exceptions, determined by ADE, for school districts or charter schools unable to submit data by July 1, 2001. SAIS will, for the first time, enable parents and policy makers to see exactly how much money is generated and spent at individual schools.
- Education 2000 establishes the Local Education Accountability Program (LEAP) to provide direct funding to individual schools. Principals may voluntarily apply to participate in LEAP, which would give them the opportunity to manage their own school's funds.
- Education 2000 requires the legislature to annually increase the K-12 base support level by inflation or 2% whichever is less, and prohibits school districts or charter schools from supplanting monies distributed to the school sites under this bill.

Funding for Arizona schools depends on the success of Proposition 301. Educators, parents, administrators and students can all play a part in mobilizing their communities to support this bill. What successful strategies have you used in the past to educate and motivate people in your community about an issue? What can you do now to contribute to the success of Proposition 301?

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A note to our readers:

Special Edition is a publication of the Arizona Department of Education, Exceptional Student Services. Its purpose is to provide information about current legislation, methodologies, best practices, available materials and resources and upcoming events to individuals who work with students with special needs. If you wish to be placed on the mailing list, please let us hear from you. ***The Special Edition is now available at our website!***

See: www.ade.state.az.us/CSPD

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Lend Us Your Ear

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ESS Directors' Update

For all of you working directly with students, the beginning of a new school year marks a fresh start. While we don't have a class full of new students at Exceptional Student Services, we still try to keep the concept of a new beginning in mind. Recently we pulled away from our daily routines to take a critical look at the services we are providing through an intensive two-day strategic planning session. We gathered to talk about the ways in which we can improve our services to the field.

One of our goals over the last year has been to communicate in a timely and effective manner. We have undertaken and will continue initiatives to meet that goal including the dissemination of the most current information through the ADE Website, satellite interactive meetings, and regularly scheduled phone and in-person conferences with Special Education Directors around Arizona to focus on critical issues (Talk with ADE).

During our planning session, we set some additional goals for the upcoming year, including:

- Establishing procedures relative to the identification, collection, review, verification, analysis, reporting, and effective use of data;
- Increasing compliance;
- Building LEA capacity;

- Building ESS staff capacity; and
- Increasing support staff effectiveness.

We need feedback from you to measure the effectiveness of our initiatives. Please check out the survey on the last page of this issue and comment on your interactions with ESS. We'll do our best to incorporate what you have to say as we work toward accomplishing our goals.

We look forward to partnering with you this upcoming year.

Julie Gasaway
Steve Mishlove
Lynn Busenbark



Directors' Institute - Fall 2000

October 11-12 • Mesa Hilton

Exceptional Student Services invites you to bring a team from your school to the Fall 2000 Directors' Institute. We hope to see diverse groups including teachers, secretaries, parents, directors of Special Education, and paraprofessionals.

Sessions include:

Arizona Behavioral Initiative

AIMS

IEP, Evaluation, and Reevaluation

Vouchers

AIMS-A

Secure Care

Professional Development Leadership Academy

High Risk Kids

Getting Started on Student-led IEPs

Transition Requirements

Overview of New State Statutes and State Board Rules

Monitoring Cycle and Process

IHE Teacher Prep Programs

Medicaid in AZ Schools

AZ Grants for Sign Language Interpreters

Role of the Paraeducator and Salary Incentives

Entrepreneurship in Schools

Improved Parent Decision Making

To register, please contact Miriam Podrazik at (602) 364-4005 or mpodraz@mail1.ade.state.az.us.

Federal Monitoring Report Arrives

By Lynn Busenbark

The U.S. Department of Education, Office of Special Education Programs (OSEP) has released Arizona's federal monitoring report. The report was generated after OSEP made two visits to the State in 1998 and 1999 and it details where services for children with disabilities (birth through 22 years) are meeting federal expectations and where they are not. The document includes the review of the Arizona Early Intervention Program (AzEIP) for infants and toddlers and the review of programs under the supervision of the Arizona Department of Education under Part B of the Individuals with Disabilities Education Act (IDEA).

Strengths noted under Part B

OSEP commended Arizona for:

- Parent training opportunities under our Parent Information Network (PINS) in the areas of transition from school to work, the special education process, mediation, and the IEP process;
- State training efforts in the area of behavior management and positive behavioral supports as well as functional behavioral assessment and behavior plans;
- Opportunities for continuing education for teachers, administrators, and parents through SELECT classes sponsored by the ADE and offered through Northern Arizona University;
- Guidance to schools on issues surrounding school-to-work and post-secondary transition services.

Areas of Noncompliance

OSEP observed the following areas of noncompliance:

- Arizona schools are not identifying young children through child find efforts soon enough to ensure the children are receiving a free appropriate public education (FAPE) no later than their 3rd birthday;
- Extended school year services are not considered (and may not be available) for eligible children who need services beyond the normal school year;
- Counseling services are absent or delayed for many students for whom they would be an appropriate related service;
- Corrective actions required as a result of a complaint investigation by the ADE do not always result in appropriate corrections in a timely fashion;
- Due process hearing decisions are not always issued within the required timelines;
- The ADE monitoring system failed to identify the deficiencies noted in the areas of child find and counseling services.

Suggestions for Improved Results

OSEP also included several non-binding recommendations for the ADE to consider:

- Address teacher reciprocity and noncompetitive salaries to ensure adequate availability of personnel;
- Expand training regarding the transition between the early intervention program (AzEIP) and the district preschool programs;
- Expand approaches to improve parent-school communication;
- Expand training regarding school to adult life transition requirements;
- Address the special education funding formula to ensure "placement-neutral" funding.

Next Steps

The Special Education Advisory Panel (SEAP), ADE staff, and representatives from the Office of Special Education programs will meet in the fall to begin drafting a State Improvement Plan to address the areas of noncompliance. Periodic reports on the State's progress will be made to OSEP over the next several years with OSEP providing guidance if progress seems insufficient.

Progress to date

Since many of the issues addressed in the monitoring report surfaced during the self-assessment process that took place prior to OSEP's first visit, the ADE has already begun addressing some of the concerns.

- State Board Rules have been revised to reflect a clear responsibility to schools to effectively engage in public awareness and child find activities for infants, toddlers, and preschool children and to ensure staff are well informed about such procedures;
- State statutes were amended to allow schools that admit children up to 3 months before their 3rd birthday to generate state funding for those children;
- A technical assistance document related to extended school year will be available for statewide dissemination by January 2001;
- The ADE has established a complaint tracking system designed to ensure corrective action in an effective and timely manner;
- The ADE monitoring system has been revised to identify deficiencies in the areas of child find and provision of counseling services.

A complete copy of the monitoring report can be obtained from the ADE Website at <http://www.ade.az.gov/ess/>.



State Board Approves Changes to High School AIMS

The state Board of Education unanimously reaffirmed the AIMS reading and writing graduation requirement for the class of 2002; however, the Board voted to postpone the math graduation requirement until the class of 2004. The elementary version of AIMS, given in grades 3, 5 and 8, remains unchanged.

The Board also voted to revise both the math and reading portions of the high school test. The math changes are the result of recommendations made by a math task force convened by the Arizona Department of Education.

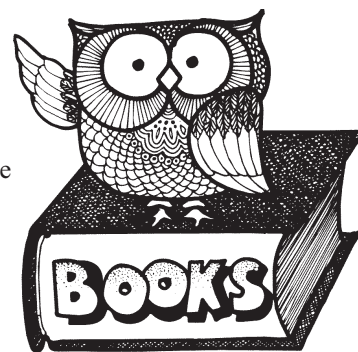
The new math test, which will be primarily focused on algebra and geometry, will be comprised solely of multiple-choice questions and be given on one day (in contrast to the current version of the test which contains short-answer questions, covers broader standards and is administered over two days.)

In an effort to get results back to schools and the public on a more timely basis, two additional changes were made. Short answer items will be removed from the high school reading test as a result of an analysis by the Department which revealed that a multiple-choice test could assess concepts equally well as one with short answers. The Board also voted to move the high school writing test from early May to February.

Due to the revisions in the math and reading portions of the AIMS, no high school math or reading re-test will be given in fall 2000; however eleventh and twelfth grade students will field test math and reading questions this fall. The high school writing test will be given as scheduled this fall. New versions of the reading and math tests will be administered in the spring of 2001.

In order to give students in the class of 2002 five opportunities to pass the reading test prior to graduation, the Board will give those students three opportunities to take the reading test during the 2001-2002 school year.

The Board also voted not to place math scores on transcripts unless students are given five opportunities to take the math test, which in effect means no math scores will be recorded on transcripts until the class of 2003.



New 2+2 Program in Bilingual Speech-language Pathology

Arizona State University, Department of Speech and Hearing Science and the Scottsdale Community College are collaborating to deliver a new training program emphasis in bilingual speech-language pathology for speech-language pathologists and speech-language assistants. Other partners include the Arizona Department of Education and five area school districts in Maricopa County (Phoenix One Elementary, Roosevelt Elementary, Kyrene, Casa Grande, Osborne Elementary). Training program participants will develop appropriate levels of expertise in the areas of (a) Spanish speech and language acquisition, (b) bilingual language acquisition and instructional strategies for second language acquisition, (c) speech and language assessment and intervention with Spanish-speaking and Spanish-English bilingual children, (d) cultural awareness and serving linguistically and culturally diverse children, and (e) collaborative design and delivery of speech and language services. In addition, plans are to make the paraprofessional program available through distance learning. For further information contact Jeanne Wilcox at Arizona State University (e-mail: mjwilcox@asu.edu; voice: (480) 965-9396).

Implementation Of Arizona's Instrument to Measure Standards-Alternate (AIMS-A)

IDEA '97 requires that an alternate assessment be available for students who cannot participate in statewide assessments as determined by their individualized education program (IEP) team. A task force composed of educators from several educational agencies and institutions and staff from the Arizona Department of Education has been working to develop Arizona's Instrument to Measure Standards-Alternate (AIMS-A). The AIMS-A will be implemented this school year. The task force members will be conducting regional training sessions throughout the state in September and January. Phase I training is planned for September, and Phase II training will be conducted in January 2001. Because of limited space, only three people from each education agency will be asked to attend the training. The education agency may want to send a special education administrator or designee, a testing coordinator, and a specialist or teacher familiar with and using the functional standards in developing IEPs. Watch for a memorandum that will give the location, date, and time for your area.

Para-Educators of Pinal County (PEP-C Project)

Pinal County Schools are in crisis. The number of exceptional students is steadily increasing and the number of certified special education educators and paraeducators in the county is declining. Projected growth rate within the county indicates that the problem will only increase in years to come unless measures are put into place now to remedy this situation. Additionally, Pinal County's population of culturally and linguistically diverse students is growing at a rapid rate. Between 1995 and 2025 the projected increase in Arizona's Native American population is expected to show the third largest gain in the nation while the Hispanic growth rate for the same period is expected to be the nation's twenty-third largest gain (State Population Rankings Summary, U.S. Bureau of Census, Population Division, Projections: 1995 –2025).

The development of a countywide task force to address this issue resulted in some alarming information regarding educational service needs in the county. As a result PEP-C Project was developed to offer a possible solution in a crisis situation. In a collaborative effort local school districts, HeadStart, Central Arizona College, parent advocacy groups and a variety of service organization representatives have banded together in support of the development of a paraeducator-to-teacher career ladder. The PEP-C Project will provide financial, academic, emotional and technological support to encourage a cadre of currently employed special education paraeducators to become better qualified in the provision of services to exceptional children of Pinal County.

The following certificates and/or degree options will be available for grant participants through Central Arizona College beginning in the Fall semester 2000. Grant participants will be required to "repay" funding by signing a two year to one year payback contract with Pinal County Schools.

Special Education Paraeducator Certification – High Incidence Disabilities (16 credit hours)

Special Education Paraeducator Certification – Low Incidence Disabilities (16 credit hours)

Associate of Arts with Special Requirements – based on dual certification in Elementary Education and Special Education

For more information, contact
Linda Heiland at (520) 426-4215
or
linda_heiland@python.cac.cc.az.us.



Special Populations and Effective Educational Delivery (SPEED)

During the next year, the College of Education at ASU-West will be developing four instructional modules to increase the competencies of special and general educators to work with students with disabilities in general education settings. The four modules will be developed in the following areas:

- Legal Requirements Related to the Delivery of Services to Students with Disabilities (The Individuals with Disabilities Education Act of 1997)
- Adaptations, Accommodations and Modifications for Students with Disabilities
- Collaboration
- Standards-Based Instruction for Special Education Teachers

The goals of the grant are the following:

- To increase the skills and knowledge that elementary and secondary teachers need to provide quality educational services to students with disabilities in their classrooms.
- To increase the skills and knowledge of Special Education teachers at both the elementary and secondary levels to implement instruction based on the Arizona Academic Standards.

ASU-West will be working with six practicing teachers, elementary, secondary and special educators, for validation of the content to be included. The modules are currently under development and will be downloadable from an Internet Site housed at ASU West. The modules will be implemented in Elementary, Secondary, and Special Education classes at ASU West during the first semester and field-tested with practicing professionals during the fall semester. During the spring semester, the modules will be revised and evaluated based on feedback from the pre-service teachers in preparation and practicing professionals.

For more information, contact Dr. Jane Williams at (602) 543-6448 or jane.williams@asu.edu.

Register now for:

**Secondary Education and Transition
Services**

SPE/SED 494/598

August 21-December 15, 2000
Tuesday evenings, 6:10 - 9:00 p.m.
Course may be taken for undergraduate or graduate credit.
For more information, contact Dr. Jane Williams at (602) 543-6448 or jane.williams@asu.edu. To register, call (602) 543-8203.

Arizona Professional Development Leadership Academy

by Rhonda Thomas

Back from a week of intensive training, the Arizona Professional Development Leadership Academy (PDLA) is working to solidify and refine the plan of action developed during the training session. This plan will guide efforts of the PDLA over the next year.

Through a competitive application process, Arizona was chosen to participate in the National Association of State Directors of Special Education's (NASDSE) Professional Development Leadership Academy. The NASDSE initiative is designed to assemble state and local education agency teams who will create supportive learning systems that promote development, learning, and higher levels of success for all children. The program is a minimum two-year process. The expected outcomes for the PDLA team are:

- To identify, develop and support a leadership network that bridges state and local districts' professional development systems effecting changes that will impact the lives of all children;
- To apply knowledge, skills, strategies and dispositions in the areas of strategic thinking, leadership, collaborative partnerships, organizational change and systems of accountability with consistent follow-up and support;
- To enhance the capacity to create professional development systems through technical assistance that matches state, regional and local conditions and needs.

Based on their earlier work to develop vision, mission, and definition statements, the PDLA adopted the following statements in June.

Working Vision: Student learning will increase due to an integrated statewide system of professional development ensuring that all learners receive a quality (extraordinary) education.

Working Mission: To implement a comprehensive professional development plan which recruits, supports, and retains members of the educational community to ensure success for all students.

Working Definition of Professional Development: Professional development is an ongoing, planned, comprehensive, collaborative and systemic process that is dynamic and brings significant, accountable, goal directed change for all stakeholders resulting in increased achievement for all learners.

Working Guiding Principles

The Arizona Professional Development Leadership Academy believes professional development systems must:

- Increase achievement for all learners;
- Utilize research-based best educational practices as the foundation for curriculum and instruction;
- Meet the unique needs of the learner from birth through adult;

- Meet the specific needs of the community, recognizing economic, cultural and linguistic diversity;
- Demonstrate accountability;
- Bring about change in individuals and organizations;
- Evolve from organizational support and collaborative partnerships; and
- Promote leadership for change.

During late summer and early fall the PDLA is continuing efforts to gather information about the status of professional development in Arizona. A survey to determine the professional development experiences of teachers is scheduled as part of the School-to-Work Conference from July 30 - August 2 in Tucson. A pilot of this survey was administered in April during the Arizona Education Association's annual delegates conference.

Other goals for the coming months include:

- Completion and distribution of materials designed to raise awareness about PDLA activities and engage wider participation particularly in rural communities;
- Ongoing definition of data needs;
- The development of an audiovisual presentation for use at upcoming education group conferences; and
- The development of a home page for updates on PDLA events and progress.

The Department of Education and the Arizona Professional Development Leadership Academy would like to welcome the following individuals who joined the Academy team in June.

Judith Bobbitt, Superintendent
Somerton Elementary Schools

Julie Gasaway, Special Projects Manager
Arizona Department of Education, Exceptional
Student Services

Mary Ann Harriman, Leadership Specialist
Arizona Department of Education, School to Work

Fernando Hurtado, High School Teacher
Arizona Education Association delegate

Karen Liersch, Director
Arizona Department of Education, Adult Education

Barbara Robey
Arizona School Boards Association

These enthusiastic educators join a roster of dedicated volunteers committed to Arizona's Comprehensive System of Professional Development. Check the ESS Web page at www.ade.state.az.us/ess for a new link to information about the PDLA or e-mail Rhonda Thomas at RhondaJBT@aol.com for more information.

Somerton School District Hits a Home Run with Program for Gifted Students

by Miriam Thornton

The Somerton District enrolls 3500 students, 97% of whom are Hispanic and Native American. Located 13 miles south of Yuma, this rural agricultural community has high unemployment, 71% adult illiteracy rate, and all PK-8 students are eligible for the free/reduced lunch program.

Over the years, the ASU summer program for talented students has been an unrealistic dream. This summer, for the first time, the District utilized grant dollars to fund a three week pilot project for eligible students grades 3-5. Of the 24 eligible students from the District's three K-5 schools, 21 students participated in the program. Two teachers who provide services during the regular school year team taught the summer project E.C.H.O.S. 2000 (Enriching and Challenging the Horizons of Students).

The curriculum was planned around the District's emphasis upon meeting State and District academic standards in math, reading, and language arts with emphasis upon higher order thinking skills. The teachers chose a baseball theme to provide a motivating and enriching experience. This Spring was Yuma's first season in the Western League, with its own team, the Bullfrogs.

The students worked daily in the computer lab, attended both a Bullfrog's and a Diamondbacks' game, researched famous baseball players from the past, graphed statistical data, used the writing to publish a biography, designed a baseball card, poster, and pennant for their selected team and player, wrote two poems using acrostic and free forms, and wrote newspaper articles from game statistics. Everyone's favorite activity was creating a class timeline for baseball from 1800 to 2000 incorporating each student's selected ball player. The variety of activities by which the students could demonstrate skill mastery was based on multiple intelligences theory.

The students begged for the program to continue all summer; the parents reported that they were amazed at how eager their child was to get to school and at how much the child shared at the end of the day. One girl kept her mother awake until 5:00 am to tell her the details of the Phoenix ball game and how she knew what was on the scoreboard, how she tracked the game, and how they knew where to sit in the stadium. Students were amazed at how much they had learned.

More than half of these students had never been to Phoenix. Fewer than 10% have computers at home. No student had previously used the Internet. For less than \$3000, the lives of 21 disadvantaged students were changed. The impact of this project will ECHO into next year as the District launches its new service delivery system for identified gifted students under the guidance of Mrs. Kitsi Tams, a highly recognized Yuma County special educator.

Riverside Publishing

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Interested in participating in standardizations or special studies?

We are always in the process of developing new products that require field examiners or special studies. If you would like to participate, please contact Ms. Tommie Royce at (800) 767-8420, extension 7048 or by e-mail at: tommie_royce@hmco.com.

Have a product idea?

We are interested in reviewing your proposals for new products. If you have a product proposal or idea, we would like to discuss it with you.

Please contact John Wasserman, Ph.D. at (800) 767-8420, extension 6074 or by e-mail at: john_wasserman@hmco.com.

Mark Friedman with the Fiscal Policy Studies Institute presents a workshop on: Results-based Decision Making: Budgeting and Performance Measurement

October 23, 2000 - Phoenix, AZ

This workshop will be most helpful to:

- Those working in community partnerships trying to get from talk to action on conditions of well-being for children, adults, elders, families, and communities
- Program managers, agency heads and those in oversight roles trying to respond to or improve performance accountability

You will learn:

- A common language for results and performance accountability
- How to use results (or outcomes) to drive decision-making and budgeting
- How to choose indicators in a sea of data
- How to use baselines to define success and failure
- How to measure the cost of bad results and the financial stakes of failing to improve
- How to "turn the curve" on indicator and cost baselines
- How to identify the most important performance measures to improve performance
- How to build performance accountability into your organization
- How to link program performance to cross community accountability for population results

To register, call Miriam Podrazik at (602) 364-4005 or e-mail mpodraz@mail1.ade.state.az.us.

Assistive Technology for Learning Disabilities

by Mary Uhler, Assistive Technology Specialist, Assistive Technology Training Project

IDEA '97 requires that every student's IEP include "consideration of assistive technology devices and services." This includes students with learning disabilities. For these students, Marshall Raskind of the Frostig Center has defined assistive technology "...as any item, piece of equipment, or system that helps people bypass, work around, or compensate for learning difficulties." He also further delineates assistive technology as "any technology that enables an individual with a learning disability to compensate for specific deficits."

This is not to say that technology will be the answer to all the problems faced by students with learning disabilities. However, technology can provide valuable "tools for life" if selected properly. This means focusing not on the device, but on what the device can do for the individual. The biggest and most expensive may not always be the best fit.

There is no way to include everything you need to know about assistive technology and students with learning disabilities (LD) in this short article. The Assistive Technology Training Project, a grant between the ADE and Southwest Human Development is available to provide free assistance to all school districts and charter schools in Arizona. Contact the ATTP at (602) 266-5976.

There are many good LD sites on the web today. They have great information on all aspects of assistive technology from "best practice" to lesson plans and strategies and from low tech to high tech solutions.

LD OnLine
<http://www.ldonline.org>

LD Resources
<http://www.ldresources.org>

Schwab Foundation
<http://www.schwablearning.org>

NICHCY
<http://www.nichcy.org>

Learning Strategies Database
<http://muskingum.edu/~cal/database/database.html>

Computer Based Study Strategies
<http://npip.com/CBSS/index.html>

Gateway to Educational Materials
<http://www.thegateway.org>

These are Shareware/Freeware sites for software solutions or "tools" to make computer use more accessible. For example these tools include software to enlarge the cursor, hold windows open, assist with click-and-drag, hold modifier keys down, read text aloud, etc.

Trace Center's Software Toolbox
http://trace.wisc.edu/world/computer_access/index.html

Virtual AT Center
<http://www.at-center.com>

Missouri Technology Center for Special Education
<http://techctr.educ.umkc.edu/welcomepage>

Screen Magnifiers Home Page (includes demos)
http://magnifiers.org/links/Download_Software

ReadPlease (Win)
<http://www.readplease.com> (Screen reader)

Help READ (Win)
<http://www.pixi.com/~reader1> (Screen reader)

Talker 2.0 (Mac)
<http://www.mvpsolutions.com/PlugInSite/Talker.html>
(screen reader)

TextEdit Plus (Mac)
<http://www.nearside.com/trans-tex> (Screen reader)

In addition to the utilities above there are many commercial programs that have downloadable demos. These demos are a great way to make sure that the software you purchase will meet the needs of the student.

South Carolina Assistive Technology
<http://www.public.usit.net/jjendron/download.htm>

Inspiration Software, Inc. (Mac & Win)
<http://www.inspiration.com> (Visual thinking/learning tool)

textHELP (Win & Mac)
<http://www.texthelp.com>
(Screen reader, word prediction, and more)

Screen Magnifiers Home Page
http://magnifiers.org/links/Download_Software
(Collection of magnification and screen reader downloads)

Web Wacker (Win)
<http://www.blue.squirrel.com> (Off-line browser)

Alva Access Group (Win & Mac)
<http://www.aagi.com> (OutSPOKEN screen reader and InLARGE screen magnification)

WillowTalk (Win)
<http://www.willowpond.com/nav/support/willowtalk>
(Screen reader)

Letting Go, Letting Children Grow

by Monica Polacca-Fulgham

As a mother of a child with a disability I've always tried to give my daughter roots to grow and wings to fly. One of the hardest things I have to deal with is my daughter spreading her wings and being independent of me. This may sound silly to some folks but, mothers may find it difficult to let go of the responsibility of caring for a child with special needs.

Letting go of a child with a disability and allowing them to experience the real world can be difficult for parents. This child who you have protected, spoken for and made decisions for, no longer wants your guidance or direction. The child now wants to take life into their own hands and make decisions regarding their education, activities and their life. Parents are expected to "let go of the reins" so the young adult can take over. Most parents are not aware of how difficult this may be for them. They believe that their child will always need parental input and insight no matter how old they are.

In reality, letting your child go so they can grow can be a wonderful accomplishment for the whole family. It can be quite a rewarding experience to see your child become a strong, confident, and independent person. It also helps build confidence in siblings and individual growth for the parents.

I have always been involved in my daughter Amber's life and as any parent, I worry about what the future will hold for my daughter. I worried that if something were to happen to me and I was not able to be there for my daughter anymore. What would she do? Would she be able to advocate for herself? What if by not letting go, I made my daughter dependent on me and then later in life dependent on others. If I did not let her grow and be independent she would not have the belief in herself nor the confidence to succeed in the real world.

I have found that by trusting my daughter with responsibilities and decisions she has grown to be confident in herself. She is involved in community activities, she goes to school dances, she hangs out with her friends and freely gives her views and opinions on her life decisions. I have been, and always will be, an important player in her life, but she has started to spread her wings to live her life on her own terms.

Amber is now a freshman in high school. She is going through many exciting experiences of her own. Experiences like school dances, school events, and many teenage activities that involve her friends. I had to adjust to this time period. You see, she did not expect me to attend these events with her. These were some things that she felt she could handle on her own. She did not need her mother following her around making certain that all the facilities were accessible

or that the activities were modified to suit her. She now is able to express her concerns on her own. I believe that by letting her experience life as any other child does I have given her a gift of everlasting strength.

Helpful tips for parents on letting go:

1. Allow your child to experience new things without you.
2. Allow your child to be a part of the decision making process.
3. Teach them self-advocacy skills. Encourage your child to be independent.
4. Talk openly about issues that concern you and your child.
5. Ask for and listen to your child's input.
6. Keep your relationship with your child special. Talk to your child about their dreams for the future.
7. Assure your child that you will be there for them if he/she may need your assistance.
8. Trust your child's judgement when it comes to their choices. Allow your child to learn from their mistakes.
9. Trust & allow your child to be responsible for him/herself.
10. Feel pride in yourself and your child when they do show independence.

Don't forget to VISIT OUR WEBSITE

<http://www.ade.state.az.us/>
<http://www.ade.state.az.us/ess/>

Look for:

• Program descriptions • Contact information
• Training Calendars • Important documents
available for downloading • Arizona Education
Employment Board

The site is updated regularly to provide
you with the information you need.
Check back often!



Enhancing Arizona's Parent Networks

With the increased emphasis in IDEA '97 for parents of special education students to participate in decisions regarding their child's special education program, there is also a responsibility for states to provide more information and training opportunities so parents can adequately participate. An initiative to combine training, information and leadership efforts for parents of students with disabilities was launched on January 12, 2000 by ADE/ESS, Pilot Parents of Southern Arizona and Raising Special Kids.

Parent support organizations and state agencies that primarily provide training and information for parents of children with disabilities were invited to participate in the initiative called Enhancing Arizona's Parent Networks. The participating organizations and agencies have been meeting monthly to plan how they can collectively offer more information and training opportunities to parents in all regions of Arizona. So far, they have drafted a mission statement, a vision, and goals and objectives for training, information and parent involvement. Their vision is that "All children and families in Arizona receive appropriate services and supports in a timely manner."

One of the initial plans is to post a master calendar on the ESS Parent Information Network Home Page of all related training opportunities offered by the participating agencies and organizations. A listing of these agencies and organizations will also be posted along with links to those with their own web sites. Watch for this forthcoming master calendar on the Internet at <http://www.ade.state.az.us/ess/pinspals/>.

AZ-TAS Documents Now Available

New:

Occupational Therapy/Physical Therapy (OT/PT) Guidelines

Revised:

Guidelines for Sign-language Interpreters K-12
Individual Education Program (IEP)
Extended School Year (ESY)
Evaluation/Re-evaluation

To obtain a copy of these documents, please call Exceptional Student Services at (602) 542-4013.

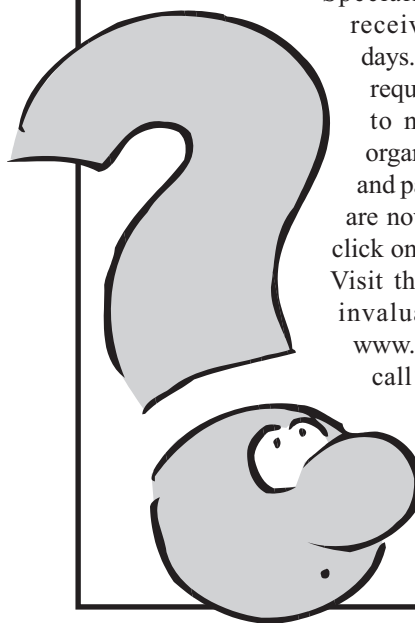
Where do you find ...?

Have you ever needed help explaining to classroom teachers how a particular disability affects a child's learning capacity? Do you wonder where you can find succinct tips for helping staff effectively tell parents for the first time that their child has a learning disability? Do you ever need resources in Spanish to help explain the special education process to monolingual Spanish speaking parents? Or do you need a video to borrow for in-servicing staff on the new requirements of IDEA '97?

You'll find exceptional resources to fill these needs and many more by tapping into the free resources available through the Parent Information Network (PIN) Clearinghouse. Each year, more LEAs are taking advantage of these resources to establish their own parent corners or parent information packets for parents of newly identified students. The benefit is in the assurance that parents will receive accurate information so they can become more informed to participate effectively with staff during the decision making process. LEAs that have had capacity building grants are now reaping these benefits.

Some examples of resources are: a comprehensive directory, a glossary of special education terms, a list of web sites, information sheets on disabilities and transition points, and tips for working with parents or helping students gain self-advocacy skills for post high school services. By downloading the PIN Clearinghouse order form from the PIN web site, you can check off items you want, fax the form to the PIN

Specialist for your region, and receive the resources in a few days. Documents most frequently requested, including direct links to national disability-related organizations or clearinghouses and parent support organizations, are now at your fingertips as you click on the Directory from A to Z. Visit this web site to view these invaluable resources at <http://www.ade.state.az.us/ess/pinspals/> or call 1-800-352-4558 or (602) 542-3852.



Welcome!

Matt Dahl – Administrative Assistant

Matt started working for the clerical pool in 1994, two years before graduating from McClintock H.S. He was first introduced to Exceptional Student Services working as a receptionist. “I liked the people so much I decided to stay,” he says. He will be working with the Data Information Specialist as well as Procurement in his new position. Matt says he is excited to develop his computer skills with classes on Excel, PowerPoint, and Access. “Most of my knowledge of computers is self-taught,” he says. “I’m looking forward to having some formal training.”

Connie Nink – Education Program Specialist

Connie has worked in the field of education all over the state of Arizona. She graduated from NAU with a B.S. in Special Education. Later she went on to complete a M.A. in Education Supervision from the University of Phoenix. In Tucson, she worked for the Child Development Program at Central Arizona College and Sunnyside School District as a teacher in a self contained classroom. Then she moved to Fort Grant and worked for the Safford School District as an Inclusion Teacher and Educational Consultant. Seven years ago she moved to Phoenix, working in both Gilbert and Tempe. Now that she is on board with ESS, her position will be based in the Flagstaff office. “My husband and I are looking forward to relocating to the Flagstaff area,” she says.

Jeannette Zemeida — Administrative Assistant

Jeannette brings 16 years of experience working for the state to her new position. Her favorite skill that she has developed is typesetting – she used to design the newsletters that came out from the Comprehensive Health and Child Nutrition units. Jeanette lives in Peoria with her husband and two boys. “I’m an Arizona native,” she says. “When I was a senior in high school I worked as a COE student in this same unit. There are still a few familiar faces. If this doesn’t seem remarkable, I should mention that this was 20 years ago!”

Rhonda Rickard – Education Program Specialist

Prior to her new position at ADE, Rhonda was the Life Skills Program Specialist/ESY Coordinator for the Scottsdale School District. She has B.S. in Education and a M.A. in Educational Administration. Before working for Scottsdale School District, she taught Special Education in Ohio.

Maria Berecin-Rascon – Education Program Specialist

If you think you recognize Maria, you probably do. She worked with ESS on the Systems Change Grant in 1992-1993. Since then, she has taught autistic students at Casa Grande Elementary School. Currently she is working on a Ph.D in Special Education with an emphasis on Severe Disabilities at the University of Arizona. Maria is looking forward to her job as a specialist as a “new challenge” and will be working out of the Tucson office.

Kip Burns -- Education Program Specialist

Kip has thirty years of experience in the education field, both as a teacher and as an administrator working with special needs and high-risk populations in a variety of multi-cultural settings. She received her B.S. in Education as well as a M.A. in Educational Leadership at NAU and is currently working on an Ed.D in Educational Leadership. At one point, her entire family (including her husband and four children) was attending NAU together. Kip will be working out of the Flagstaff office. She says she is “excited about working with such a dynamic group of people.”

Theresa Samuelian -- Education Program Specialist

After her experiences as a Special Education teacher in resource rooms, self-contained classrooms, and treatment facilities, as well as her position as a Special Education Coordinator in Oregon, Theresa looks at her new position as “the next step in education.” She says, “In this capacity, I can provide services to a greater number of special needs students.” Theresa received her B.S in Special Education from Trenton State College and is currently working on a M.A. in Educational Leadership in Flagstaff, where she will be located.

Regional Training Centers

The purpose of the Regional Training Centers (RTCs) is to disseminate information regarding the initiatives of the Arizona Department of Education (ADE) to educators and administrators. The RTCs form a statewide network to facilitate training and information distribution. Services provided by the RTCs include training for ADE online grant applications, professional development, as well as technical assistance for technology planning and curriculum integration.

The ADE is currently restructuring Arizona’s school finance system that drives the need for a Student Accountability Information System (SAIS). As ADE implements the new SAIS project, RTCs can provide necessary information to educators and administrators as they begin to implement SAIS at their educational sites.

The Regional Training Centers are located in Flagstaff, San Simon, Tempe, Tucson and Yuma. Each region is responsible for providing training and technological resources to those counties in its designated area.

For more information, visit <http://www.ade.state.az.us/rtc/> or contact Bob Madurski at (602) 542-7884 or bmadurs@mail1.ade.state.az.us.

Residential Voucher Update

by Bernice Schwebel, Voucher Manager

Believe it or not, we are about to begin a new school year soon. There have been some changes in the ADE/ESS internal voucher process and a new Interagency Service Agreement between the Arizona Department of Education and the Arizona Department of Health Services (ADHS).

The residential voucher program at ADE/ESS has a new MIS-developed software program to track all students placed by state placing agencies in Arizona and in other states. Due to residential treatment center closures in Arizona last school year, ADE/ESS has approved several out-of-state facilities. The private schools at these facilities all maintain current national accreditation from institutional accrediting bodies recognized by the United States Department of Education. These facilities are located in Utah, Colorado, New Mexico and Texas. This list continues to grow longer as Arizona State Placing Agencies place children in facilities located in other states.

A new Interagency Service Agreement (ISA) between the Arizona Department of Education and the Arizona Department of Health Services/Behavioral Health Services was signed in April 2000. These behavioral health services are provided by the local Regional Behavioral Health Authority (RBHA) through its local contracted providers. Each LEA and local RBHA/provider must notify each other of upcoming treatment and IEP meetings to allow close collaboration and cooperation in the best interest of the student and his/her family. The IEP is a legal document prescribed according to federal and state laws. Some behavioral health services identified on the student's IEP may be provided by the local RBHA/providers at no cost to the parent. Such behavioral health services would support the student's progress toward his/her educational goals and objectives/benchmarks. Examples of these behavioral health services are medication, evaluation and monitoring, in-home services, respite services, detoxification facilities and placement in a private residential facility for educational reasons. The IEP identified educational and behavioral health services are available to eligible children between the ages of three and twenty-two who have NOT received a regular high school diploma.

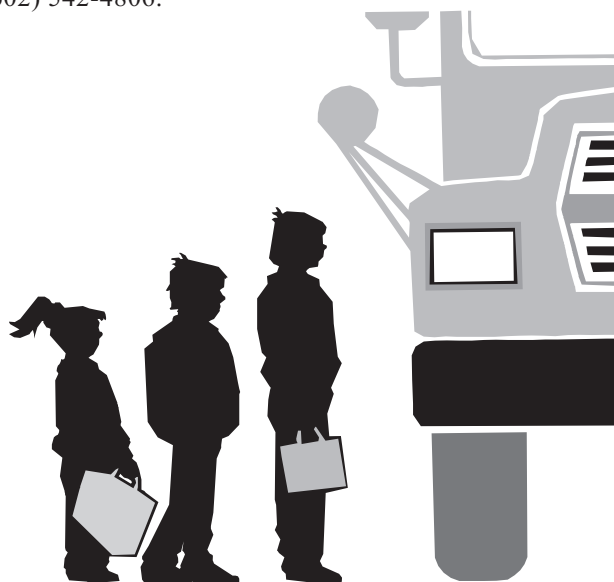
Federal law grants FAPE, a Free Appropriate Public Education, to a child with a disability at no cost to the parent. This edict covers all educational and behavioral health services identified on the student's IEP. For example, when the child's IEP calls for placement in a residential treatment center for educational purposes, the cost is free to the parent. The local RBHA/provider may request private insurance information from the parent per a Medicaid requirement, however, the local education agency must remind parents of FAPE. The parents do not pay a deductible, co-pay, or use their own insurance coverage.

ADHS through the RBHAs/providers ensure residential placement within 15 calendar days. If a parent has refused or revoked consent to treat or to placement, the 15 calendar time frame stops on the date the parent has refused or revoked consent. The IEP team shall reconvene within two working days from the date of refusal. If the LEA and the ADHS fail to identify an alternative facility, the LEA shall offer mediation with the parent or file for an accelerated due process hearing.

The ISA also states that the ADHS or the RBHAs or their providers cannot dispute the need for and/or the content of an IEP. In addition, the specific residential treatment center is selected by the ADHS, through its RBHAs or their providers. The specific residential treatment center cannot be disputed by the IEP team, EXCEPT for disputes concerning whether a specific residential treatment center or service provider is capable of providing the special education and related services identified in the IEP.

ADE/ESS continues to maintain the ALERT system of tracking those students who have been identified by the IEP team as needing placement in the least restrictive environment (RTC) for educational purposes. When the 15 calendar timeframe is approaching the end, or there are barriers to a timely placement, please notify the ADE/ESS Voucher Unit. The notification can be accomplished by completing the ALERT form or by phone. The ALERT form is located in the placement manual, which is mailed to LEAs prior to the new school year.

The LEAs and behavioral health RBHAs/providers are encouraged to contact the ADE/ESS Voucher Unit when they have any questions or concerns regarding the educational voucher process, residential treatment facilities or behavioral health services. For more information, call (602) 542-4556 or (602) 542-4806.



ASU and Gateway School Collaborate to Benefit Students

The College of Education at Arizona State University recently received a grant from ADE/ESS to implement a program for the preparation of Bilingual/English as a Second Language (BLE/ESL) and Special Education (SPE) students at ASU to better meet the needs of BLE/ESL children with disabilities. This will be accomplished through a collaborative partnership with Gateway School in the Creighton Elementary School District.

The most significant component of the project is the creation of a Collaborative Team of university, school district, and community personnel who will work together to create and implement a collaborative special education/general education model for the preparation of general education and special education teachers. The model will include such features as faculty and teachers learning and implementing a variety of co-teaching strategies in college and elementary classroom settings where children with disabilities are infused. Significant outcomes of the project are for the BLE/ESL prospective teachers and Gateway teachers to learn more about students with disabilities, to learn how to modify curriculum to meet the learning needs of students with disabilities, and to develop strategies for accommodating and incorporating students with disabilities into the classroom environment. The special education prospective teachers and Gateway teachers will learn and implement teaching methods and content necessary to help children with disabilities attain the goals of the general curriculum and the Arizona academic standards.

For more information, contact project directors Dr. Martha Cocchiarella and Dr. Fredrick Staley at (480) 965-6156.

New Licensure Mandate for Sign Language Interpreters

The state of Arizona legislature recently mandated the licensure of certified sign language interpreters with the passing of Senate Bill 1151. The bill, effective September 2007, states, "A school district shall inform a parent of a deaf or hard of hearing pupil of the parent or guardian's right to request a licensed interpreter." In response, the Arizona Commission for the Deaf and Hard of Hearing (ACDHH) announced its partnership with the National Association of the Deaf (NAD) to further their collaborative efforts with the Registry of Interpreters for the Deaf (RID) for the creation of new national interpreter standards. As a result of the partnership between NAD and ACDHH, the testing fee will be waived for Arizona residents for the first 500 interpreters over the next five years. For more information regarding the changes affecting sign language interpreters, contact Sherri Lambert Collins at ACDHH at (602) 542-3323 or collins_sherri@pop.state.us.



Distance Training for Educational Interpreters to be Offered in Arizona

by Kendra Benedict

Colorado's Front Range Community College Educational Interpreting Certificate Program (EICP) is coming to Arizona. Over the course of the next five years, they will train forty-nine educational interpreters. For the student whose IEP team has deemed interpreting services appropriate, this is welcome news!

Arizona will join Alaska, Iowa, Colorado, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming, and the Bureau of Indian Affairs as the program begins this fall. Thanks to an OSEP and LAAP grant that Arizona's Department of Education is supplementing, interested persons committed to improving their skills in educational interpreting will now have an opportunity to do so.

Applicants should be currently providing interpreting services to a deaf or hard of hearing student. The Educational Interpreting Performance Assessment (EIPA) will be used to screen applicants. (It is used as the exiting examination as well.) Based on entrance exam scores, accepted applicants will be placed on either a two or three year track. The individual will continue his or her work in the field while participating in online coursework, online correspondence with classmates, audioconferences and videoconferences. The interpreter must attend a three-week intensive training session during the summer at Front Range Community College in Colorado. The program concludes with an internship at the interpreter's work site.

Interested? Please call Kendra Benedict at (602) 336-6970 or (602) 741-3274. Hurry! Applicants will be screened this fall. The first cohort of seventeen interpreters will begin in January 2001.

Congratulations to Arizona's schools that were awarded capacity building grants for FY2001!

Paraprofessional Training

Amphitheater Public Schools
Arizona Youth Academy
AZ Montessori Charter School
Buckeye
Casa Grande Union High School
Coolidge Unified School District
Dysart Unified School District
Excel Education Centers, Inc.
Gilbert Unified School District
Humboldt Unified School District
Isaac School District
Kyrene Elementary School District
Mingus Union High School
Page Unified School District
Pichaco Elementary School District
Pinon Unified School District
Red Mesa Unified School District
Roosevelt School District
Santa Cruz Valley Unified School District
Scottsdale Unified School District
Sedona Unified School District
Sommerton School District
Sunnyside Unified School District
Tucson Unified School District
Villa Montessori School
Wilson Elementary District
Winslow Unified School District
Yuma County Schools

Improved Parent and School Decision-Making

Dysart Unified School District
EduPreneurship Student Center
Flagstaff Unified School District
Picacho Elementary School District
Sierra Vista Public School District
Somerton School District
Sonita Elementary School District
St. David Unified School District
Young Public School

Collaborative Model for High Risk Students Grades 1-3

Camp Verde Unified School District
Coolidge Unified School District
Davis Education Center
Dysart Unified School District
Humboldt Unified School District
Kyrene Elementary School District
Mayer Unified School District
Santa Cruz Valley Unified School District
Sedona Unified School District
St. David Unified School District
Winslow Unified School District

Promising Practices in Transition Services from School to Adult Life

Arizona Department of Corrections
Buckeye Union School District
Humboldt Unified School District
Maricopa County Sheriff's Office
Pima Accommodation School District
Sedona Unified School District

Improved Student Reading Achievement

Apache Junction Unified School District
Casa Grande Elementary District
Catalina Foothills
Coolidge Unified School District
Dysart Unified School District
Kachina Schools
Kyrene Elementary School District
Mayer Unified School District
Mohave County Small Schools Consortia
Phoenix Advantage Charter School
Picacho Elementary School District
Prescott Unified School District
Roosevelt School District
Santa Cruz Valley Unified School District
Sedona Unified School District
Sierra Vista Public School District
Snowflake Unified School District
St. David Unified School District
Sunnyside Unified School District
Tucson Unified School District
Villa Montessori Charter School
Wilson Elementary School District
Winslow Unified School District
Young Public School
Yuma County Schools

Creating Disciplined School Environments

Humboldt School District
Davis Education Center
Enterprise Academy
Sunnyside Unified School District

Best Practice in Early Childhood Transition

Dysart Unified School District
Picacho Elementary School District
Roosevelt Elementary School District
Sedona Unified School District
Sierra Vista Public School District
Snowflake Unified School District
Young Public School

Northern Arizona University Builds Cultural Bridge to Navajo Special Education

Recognizing that special education teacher shortages on Native American reservations are more acute than the shortages gripping other communities around the country, Northern Arizona University has launched a new program that targets the heart of that problem — cultural differences between teachers and students. The program seeks to promote a greater understanding by Anglo teachers of traditions and taboos in the Navajo culture, and it opens opportunities for Navajo educators and paraprofessionals to become special education teachers.

Based in Flagstaff, NAU's Center for Excellence in Education (<http://www.nau.edu/cee>) works directly with the Kayenta Unified School District for the program, dubbed Reaching American Indian Special Educators, or RAISE. Kayenta is part of the Navajo Nation, which consists of 24,000 square miles spanning parts of Arizona, New Mexico and Utah. Kayenta faces the dual challenges of being rural and being multi-cultural, two barriers to providing effective special education services, program participants told educators gathered last week for the American Council on Rural Special Education (<http://www.ksu.edu/acres>) annual conference.

The rural aspect means Kayenta students often must travel long distances to get to school each day, leaving them less time for at-home study and reinforcement of lessons learned in school. As a Native American community, Kayenta also has a high illiteracy rate, and many students enter school fluent in neither English nor Navajo, participants said. As part of the RAISE project, NAU students polled Kayenta's special ed. teachers on the most significant challenges they see in working with Navajo children. The greatest challenge, according to that study, was the lack of parental reinforcement students get. Second on the list was the language barrier, which affects every subject, followed by a lack of sufficient help from related government service agencies.

Cultural Challenges

Besides basic literacy and education levels of the families, certain cultural differences between Native Americans and Anglos also make communication between the two groups difficult. Virginia Bowsley, a Navajo and a student at NAU, explained several beliefs that shape attitudes toward both special education and learning in general. First, in Navajo tradition, pregnant women must maintain positive thoughts of their babies throughout the pregnancy, or the child will be born with some deficiency of the mind, body or spirit. Despite this belief, when a child is born with a disability, she said, the Navajo people take great pains to welcome that child into the community, and they never assign blame. Special needs children, she explained, are believed to be gifts from God sent to challenge the people.

In Navajo culture, certain features of communication beyond the language itself also shape the child's learning experience. For example, Bowsley said, Navajo children will rarely look an

elder in the eye. While Anglos consider eye contact an important indicator of comprehension, Navajos consider it either disrespectful or deceitful, she said.

Navajos will also wait an extra beat after someone is finished talking to them before they respond. The pause is a sign of respect for the speaker, and it helps the listener to be sure the speaker was finished talking. When asked a question, therefore, Navajos can appear slow or disinterested to Anglos who do not understand this behavior. Similarly, Navajos rarely volunteer information or answers to a question unless it is asked directly of them, causing the culturally uninformed to conclude they are passive and unenthusiastic, Bowsley said.

Cultural differences also give rise to curriculum problems in some subjects, particularly social studies and science, NAU student Heather Sornit said. Anglo teachers surveyed by the RAISE program noted several examples, such as the negative portrayal of Native Americans in many classroom history texts and the requirement that students participate in animal dissection in science class, an activity that is taboo in Navajo culture.

How to Cope

To handle these and other teaching challenges, the RAISE students suggested Anglo teachers who take positions on Native American reservations research the tribe's cultural beliefs beforehand to become familiar with differences that lead to ethnic stereotypes on both sides. The students also stressed the importance of being open-minded, observant and flexible.

The RAISE program offers teacher education students a chance to gain this cultural understanding through an intensive on-site training schedule. The students earn a bachelor's degree in elementary special education with an emphasis on Native American culture by living on the reservation for two semesters. Students spend their evenings taking special education classes conducted on the reservation by NAU professors. The rest of their time is split between implementing in special ed. classrooms the practices they are taught and serving as substitute teachers throughout the school district.

The program has shown encouraging results, student Marianne Jennings said. The teacher attrition rate at Kayenta has dropped from 36 percent per year to about 10 percent, she said, and the district now has a pool of qualified special education teachers to draw from, many of whom came from the reservation.

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MOCHA U and Project ACCEPT:

Post Secondary Education Options for Individuals with Developmental Disabilities

By Harry Patton

Finding opportunities for continuing education and life enrichment for post-secondary graduates has periodically challenged adults with developmental disabilities (DD) and their mentors. Recently the DD community has delivered encouraging news of successful post-secondary education programs in the Pima and Yavapai County areas. Developed by parents, mentors, school administrators, and social service providers, MOCHA U and Project ACCEPT are now providing continuing education opportunities and enrichment classes in an inclusive setting at the community college level.

In 1998, InterAct Arizona surveyed 1,285 Arizona high school graduates who had received special education services for their quality-of-life indicators. Areas of employment, access to post-school services, and independence were examined finding that only one respondent in the entire project had been enrolled in a four-year degree program (Love and Malian, 1997).

Spurred by the Americans with Disabilities Act and IDEA, parents and mentors of the DD community have been empowered to seek inclusive education programs and services. The Arizona Department of Education (ADE) and the Arizona Center for Disability Law have assisted with significant improvements in the quality of special education in the elementary and high school levels. However, the mandate for special education services has not been as focused nor legislated at the community college level, although post secondary schools have successfully addressed accommodations for higher functioning students with learning disabilities (LD) and have made remarkable progress in accommodating individuals with physical disabilities. The Arc, Goodwill, Tungland and other local organizations provide vocational activities, yet the post-secondary DD community educational options are minimal.

MOCHA U

The Mentors of Challenged Adults, Inc. (MOCHA), a Pima County non-profit parental support group for those who work and live with individuals who are mentally challenged, began to cultivate ideas about post-secondary educational opportunities and enrichment activities in the summer of 1999. Nurtured by administrators at the Desert Vista campus of Pima Community College (PCC) and MOCHA member Molly Romano, MOCHA believed that it could offer community support for quality of life improvement and best practice through post secondary educational options.

MOCHA U offered Beginning Computing I as a pilot course for the Spring 2000 semester, providing 27 adults with the opportunity to gain the knowledge, skills and confidence necessary to begin using computers. PCC adjunct faculty member Jeff Homoki taught each session with the assistance of seventeen University of Arizona undergraduate volunteers. Computer use was promoted to meet the goals of increasing the

students' social networks, exploring personal interests, and developing computer-related leisure skills. Special attention was given to meeting each student's needs by finding appropriate computer tasks that the student could incorporate with successful learning. Students enrolled in the course spent an additional hour socializing and eating lunch on the PCC campus with the overall goal of increasing their social independence.

In the future, MOCHA U plans to offer a diversity of classes and may include a distance-learning component for rural areas. Examples of possible classes include Music, Spending and Saving Money, Health and Fitness, Job Skills, and Writing.

Project ACCEPT

During the summer of 1998, Verde Valley schools, and several state agencies came together to form Project ACCEPT (Adaptive Continuing Community Education Program for Transition) at Yavapai Community College (YCC). Those contributing to the project envisioned classes in a YCC classroom setting targeted for members of the local community that were higher functioning DD and lower functioning LD. The curriculum, intended to teach life skills, included lectures and hands-on practice in the job application and interview process. The class work was designed and modified for DD participants. Of the nine students completing the class, more than fifty percent were profoundly or mildly mentally retarded; the remainder were LD.

Three courses will be offered for the Fall 2000 semester. Future directions of the program target individuals who have had strokes for adaptive physical education classes designed to improve gross motor skills.

In summary, it is expected that post-secondary educational options for individuals in the DD community will expand based on these models. More project details are available from:

MOCHA -- Cathy Hunt (CatrinaT@AOL.com)

Pima Community College -- Eileen Hammond (EHammond@pimaCC.pima.edu)

University of Arizona -- Molly Romano (Romano@U.Arizona.EDU)

Project ACCEPT -- Fred Dorfman (fdorfman@muhs.com)

Yavapai Community College -- Angela Fairchild (Angela_Fairchild@Yavapai.CC.AZ.US)

InterAct Arizona -- Susan Guinn-Lahm (suzken@tabletoptelephone.com)

Harry Patton is a chemical engineer and mentor to a 41-year-old autistic sibling who presently resides with him in the Pima County area. They participated in the formation and administration of the MOCHA U project. He can be reached at HWPatton@juno.com.

The Arizona Behavioral Initiative: A Professional Development Program to Achieve Safe School Environments

If you are working hard to create a positive teaching and learning environment in your K-12 school, you are not alone. Schools across America are struggling with an increase in problem behaviors that directly lead to less time for teaching and learning, lower achievement scores, and a negative school environment. Addressing this issue is critical as problem behaviors not only interfere with academic, social, and vocational success, but also represent one of the most common reasons children are excluded from school.

The Arizona Behavioral Initiative (ABI) was developed to address this issue. The primary purpose of the ABI is to establish a comprehensive effort to improve the capacity of educators, administrators and education professionals to address their specific school discipline needs and enable the development of positive teaching and learning environments.

The ABI is a collaborative effort between the Arizona Department of Education/Exceptional Student Services (ADE/ESS), Arizona State University, Northern Arizona University and the University of Arizona, and is supported by the Center for Positive Behavioral Interventions and Supports at the University of Oregon.

What is the ABI?

The foundation of the ABI is grounded in research on successful school change and School-Wide Positive Behavioral Interventions and Supports (SWPBIS). The ABI uses an ongoing strategic planning process (Safe Schools Evaluation Rubric: SSER, Nelson & Ohlund, 1999) to identify needs specific to each school. The SSER targets each school's core organizational systems, which include the following:

- Leadership teams
- School-wide discipline approaches
- Classroom discipline approaches
- Non-classroom discipline approaches
- Individual discipline approaches

Strengths and needs relative to each of these systems are identified, plans for improvement are developed, and strategies for objectively evaluating school/student success are defined. The ABI staff will help schools find further resources with the expertise to meet their unique needs.

ABI Provides Professional Development and Technical Assistance

The ABI is not a one-shot workshop. It provides direct support to schools as they engage in the process of self-evaluation, planning, and implementing changes that will best fit their schools' needs. Schools are provided with ongoing assistance and materials as needed in the change process. Access to training and support is available on site as well as via phone, fax, or e-mail. The ABI's comprehensive web site enables communication with experts online as well as university level courses focused on school-wide discipline issues, data collection and analysis, efficient systems, best-practices, functional behavioral assessment, individual behavior

management, and academic interventions. Specific professional development experiences include:

- Access to a comprehensive web site enabling access to resources and direct communication with project and field experts online;
- Access to regional newsletters detailing how schools in the area have addressed discipline and behavior issues within the ABI;
- A two-hour awareness workshop outlining the key attributes of the SSER and SWPBIS;
- An all day conference where school-based leadership teams engage in the strategic planning process utilizing the SSER;
- An all day conference focused on school-wide discipline procedures, functional behavioral assessment, and the coaching model approach where school-based leadership teams are trained how to facilitate others in the SSER and SWPBIS;
- Interactive TV and distance education courses (for credit or professional growth) specific to school-wide discipline issues, data collection and analysis, efficient systems, best-practices, functional behavioral assessment, individual behavior management, and academic interventions; and
- Ongoing technical assistance to facilitate the implementation and maintenance of each school's strategic safe school plan via both face-to-face and online consultations.

How Arizona Schools & Educators can Participate in the ABI

There are two ways that individual educators and school districts can get involved with ABI. First, ADE/ESS supports the "Creating Disciplined Schools" Grant. This grant provides school districts with funding and training to assess current behavior issues and develop positive, effective school-wide behavioral approaches. Second, school personnel (teachers, psychologists, administrators) or education students working toward their Masters or Doctoral degrees or licensure can enroll in a web course through ASU (SPE 598) or Interactive Instructional Television (IITV) S.E.L.E.C.T. class through NAU (ESE-502). Both classes offer training on the features, principles and procedures of school-wide approaches to Positive Behavior Support.

Visit our web site at <http://abi.ed.asu.edu> to learn more about the ABI. To learn how to create positive teaching and learning environments in your K-12 school, call an ABI representative in your area.

ABI Contacts:

Karen Pukys, Arizona State University and University of Arizona
(480) 965-6638
pukys@asu.edu

Joan Oakes, Northern Arizona University
(520) 523-7035
joan.oakes@nau.edu

★ATTENTION★

*The Department of Economic Security/Division of Developmental Disabilities (DES/DDD) has created several initiatives to improve **self-determination** among individuals/families with developmental disabilities. One of these initiatives is a pilot program in which **60 families/consumers control their own budgets** and select services and providers. When these pilot program families need help for their sons and daughters who show **challenging behavior** they can simply contact the provider of their choice to schedule the services they need.*

What does this mean for you?

- If you have a passion and a talent for helping families and other caregivers find positive solutions for challenging behavior, these families need to know about you

How do families learn about people who can help with challenging behavior?

- By contacting the Arizona Positive Behavior Support (AzPBS) project's *Information Clearinghouse*

What is the Information Clearinghouse?

- A free information and referral service to help families and other caregivers find providers skilled in Positive Behavior Support (PBS). This service is not limited to the pilot families
- A way for PBS providers to market their skills to families and other caregivers

How does it work?

- Parents, teachers and other caregivers, locate PBS providers by calling toll free (877-502-3045) or by conducting their own search of our website (soon to be publicly available)
- We share whatever information the PBS providers have given us, including references
- The families/caregivers then contact the providers of their choice to learn more about them

Who are PBS Providers?

- Those who provide care for individuals with challenging behavior, including teachers, direct support personnel, parents, and others with knowledge and skills in PBS
- Those who have a talent for helping others find positive ways to manage challenging behavior including staff trainers, psychologists, counselors, and others
- Those who are available for consultation, training, or other forms of support

How do I register as a Provider?

- Call toll free (877-502-3045) or go to www.nau.edu/ihd/positive/prosurvey.html to get a copy of and to complete the **PBS Provider Questionnaire**
- Ask for a free copy of *An Overview of Positive Behavior Support*, or go to www.nau.edu/~ihd/positive/ovrvw.html to be sure you have the kind of skills that are needed

*There is **No Fee** to be registered as a PBS Provider*

Report: Special Education in correction facilities faces extremely challenging obstacles

Study says officials, not teachers, should lead IDEA reforms

While federal law requires correctional facilities to provide education and other services to youths with disabilities, “extremely challenging” obstacles are keeping many institutions from complying.

The Individuals with Disabilities Education Act guarantees all special needs children a free, appropriate, public education, known as a FAPE. That includes the approximately 16,000 students with disabilities serving time in correctional facilities.

However, the IDEA provision was developed with school settings and not jails, juvenile halls, detention centers or camps in mind, said a Department of Education report, *Twenty-first Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.

“Meeting the requirements of IDEA in correctional facilities is a daunting task,” the report said. “(T)here is a poor fit between federal rules and regulations and the reality of correctional facilities.”

Several factors have an impact on the delivery of services in correctional facilities, including the transience of the student population and conflicting security and rehabilitative goals. Also, shortages of well-prepared personnel and limited public interagency coordination between the courts, detention centers, school programs, and social services affect the provision of IDEA services.

Facility noncompliance has largely gone uncorrected because there is no formalized measurement process. There also are no guidelines in place to steer the development of special education curricula in the institutions, the department said.

The report noted that state, regional or national efforts are required to provide special education standards and resources for technical assistance in correctional institutions. That responsibility should not fall to the few, overworked special educators employed by the facilities, it said.

“[Teachers] can not be expected to design, implement and evaluate their own special education programs,” the department pointed out. “State education agency personnel or regional staff must provide assistance and leadership.”

As a primary step, the department has funded a University of Maryland proposal to create a research center to examine the needs of students with disabilities in the juvenile justice system.

The National Center on Education, Disability and Juvenile Justice

will focus on research, training and technical assistance to understand the needs of, and help youths with disabilities who currently are incarcerated and those who are at risk.

Noncompliance will become a more pressing problem for greater numbers of youths as the correctional student population grows. ED figures reveal that between the 1992-93 and 1996-97 school years, the number of incarcerated students with disabilities aged six to 21 increased by 28 percent. By comparison, the overall special education population increased only 13 percent during the same period of time.

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Special Education Advisory Panel (SEAP)

The Special Education Advisory Panel will be serving as the steering committee which will be guiding Arizona's response to the Office of Special Education Program (OSEP) monitoring report. OSEP will be meeting with SEAP in September to discuss a plan of action. In addition to the direction facilitated by the report SEAP will continue their efforts to develop a common definition of learning disabilities to present to the State Board of Education. This task will take a tremendous effort from the schools, families and the community at large. Watch for more information from SEAP on our web page and throughout other communication modes.

Upcoming meeting times and locations:

September 19, 2000	Casa Grande
November 14, 2000	Phoenix
January 16, 2001	Casa Grande
March 20, 2001	Phoenix
May 15, 2001	Casa Grande

SEAP will be also developing interactive satellite locations for meetings as well.

Special Education Advisory Panel Members

Terisa Rademacher-Co-Chair	Dan Murrell
Sue Tillis/Co-Chair	Bill Rabe
Barbara Kilian- Vice Chair	Marta Urbina
Michael Bashaw	Linda Honahni
Dennis deNomme	Carole Ann Pysher
Ida Fitch	Susan Vanatta
Linda Gasten	Susan Vial
Linda Irvin	Mary Schabarum
Kathleen McCoy	

For more information regarding the SEAP, contact Jeannette Zemeida at (602) 364-4021 or jzemeid@mail1.ade.state.az.us.

Preschool Resource Manual Task Force

Linda Shields, ESS Preschool Specialist, has started a Preschool Resource Manual Task Force. The Task Force will be responsible for updating the Preschool Special Education Resource Manual. This manual will be used as a resource tool for preschool coordinators throughout Arizona schools. Anyone who would like to participate on this task force and has worked with preschool, please contact Linda Shields at (602) 542-5448 or lsheidl@mail1.ade.state.az.us.

Satellite Training



Managing Student Behavior
November 14, 2000 4:00-6:00 PM
Eastern Time
Featuring Dr. Randy Sprick

Bridging the Gap: Research to Practice
January 23, 2001 4:00-6:00 PM Eastern Time
Featuring Dr. Charles Greenwood

Better IEPs
February 13, 2001 4:00-6:00 PM Eastern Time
Featuring Dr. Barbara Bateman

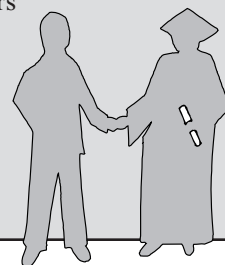
Positive Behavior Interventions and Supports
March 13, 2001 4:00-6:00 PM Eastern Time
Featuring Dr. Tim Lewis

Design and Delivery of Effective Instruction
April 3, 2001 4:00-6:00 PM Eastern Time
Featuring Dr. Anita Archer

We need schools to host these satellite trainings! To volunteer your school or to register to attend, please contact Tammy Chavez at (602) 542-3021 or e-mail her at tchavez@mail1.ade.state.az.us.

Graduate Program at ASU-West

There is a Master of Education for Special Education program being taught at ASU-West this fall. The program will concentrate on infants and young children and is designed to prepare individuals to work with children birth to five years old, including those with disabilities. For more information regarding this program please call (602)543-6378 or e-mail asuwed.gradprogs@asu.edu.



Changes to certification rules address increased classroom safety

Thousands of educators whose certificates expire after July 18 will be affected by recent legislation, which requires them to submit their fingerprints for a background check when they renew their certificates.

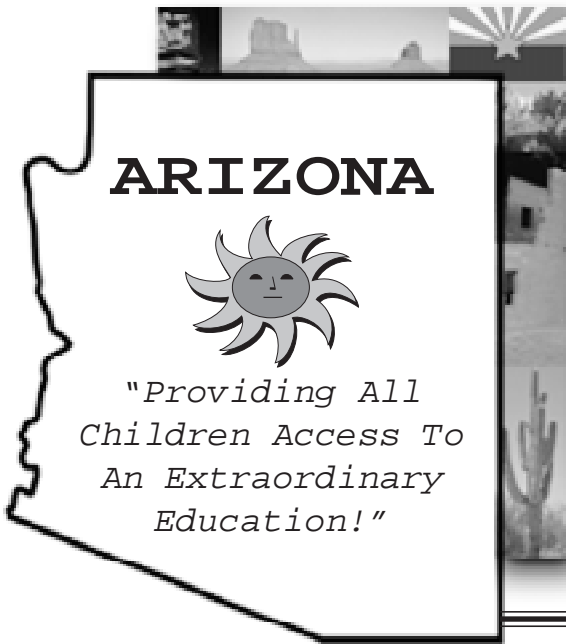
The new law, which improves classroom safety by addressing the inadequacies of past fingerprinting laws, requires teachers and administrators, upon renewal of any certificate, to have a valid Class 1 or Class 2 fingerprint clearance card or provide proof of the submission of an application for a Class 1 or Class 2 fingerprint clearance card.

Applicants will only be required to receive a clearance card once during their employment as a certified teacher or administrator. The fingerprinting division in the Department of Public Safety (DPS) will maintain the records of fingerprint clearance cardholders and perform periodic state criminal history checks. DPS did not have the ability to periodically check the status of fingerprinted personnel until the recent formation of the fingerprinting division.

"We want to make sure that teachers are aware of this new law," said Janet Martin, President of the State Board of Education. "There will be many teachers statewide who will be renewing their certificates, and we would like to avoid any delays for them."

If you have questions regarding the law, please contact the Certification Division of the Arizona State Board of Education at (602) 542-4367.

Arizona Educational Employment Board



The Arizona Educational Employment Board (AEEB) is an information system developed to assist schools in hiring personnel and to assist individuals who are seeking employment. The AEEB contains job postings for each of Arizona's numerous school districts, charter schools, private schools, secure care facilities, and other agencies. The jobs that are posted range from principal to secretary and from 12th grade science teacher to preschool special education teacher.

Each posting has a detailed description of the job and contact information the searcher can use to learn more about the position. If the school has a Web site, there will be a link next to the posting that the user may click on to find out more information about the school. If the contact person has an e-mail address, the user may choose to e-mail that contact person with a resume.

<http://www.arizonaeducationjobs.com/>

New Policy on Teacher Reciprocity

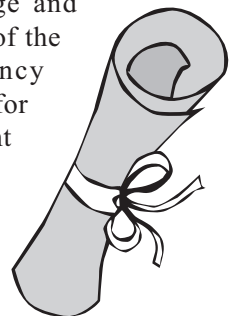
R7-2-605 is the latest document outlining Arizona's policy on teacher reciprocity. It was mandated by the state legislature and does not need to go through public comment.

The Board shall issue a comparable Arizona **provisional** certificate, if one is established pursuant to this chapter, to an applicant who holds a valid certificate from another state and possesses a Bachelor's or higher degree from an accredited institution.

- A. Certificates shall be valid for 1 year and are nonrenewable.
- B. The applicant shall possess a valid Class 1 or Class 2 fingerprint clearance card. Applicants who were fingerprinted in another state with substantially similar criminal history or teacher fingerprinting requirements shall be required to provide documentation that an application for a fingerprint clearance card has been submitted to the Arizona Department of Public Safety. "Substantially similar" criminal history or teacher fingerprinting requirements shall be determined by the Investigations Unit and shall, at a minimum, include local law enforcement and FBI checks.
- C. The deficiencies allowed pursuant to Arizona Revised Statutes in Arizona Constitution, United States

Constitution, and a passing score on all required portions of the Arizona Teacher Proficiency Assessment shall be satisfied prior to the issuance of any other certificate prescribed in this chapter, except as noted below:

- (1) The professional knowledge portion of the Arizona Teacher Proficiency Assessment shall be waived with 3 years of verified teaching experience. The 3 years of verified teaching experience shall have been during the last valid period of the certificate produced from the other state.
- (2) The subject knowledge portion of the Arizona Teacher Proficiency Assessment shall be waived for applicants who hold a Master's degree or higher in the subject area to be taught.
- (3) The professional knowledge and subject knowledge portions of the Arizona Teacher Proficiency Assessment shall be waived for applicants who hold a current certificate from the National Board for Professional Teaching Standards.



New Resources

Blind and Visually Impaired

- *Blind and Visually Impaired Students Education Service Guidelines* This publication from NASDSE and the Hilton/Perkins Program describes essential program elements and features that must be considered when designing appropriate services for students who are blind or visually impaired.

To order, contact the Hilton Perkins Program by phone (617) 972-7328, fax, (617) 972-7334, or mail your order to Perkins School for the Blind, Public Relations and Publications, 175 N. Beacon St., Watertown, MA 02472.

- *Career Education for Students with Visual Impairments: School to Work Experiences* (fact sheet)
- *Accessing Education Services for Students with Visual Impairments: A Guide for Parents* (fact sheet)
- *United States Department of Education, Office of Special Education and Rehabilitative Services (OSERS) Policy Guidance on Educating Blind and Visually Impaired Students*
- *Educating Students with Visual Impairments for Inclusion in Society: A Paper on the Inclusion of Students with Visual Impairments* (position paper)
- *The Core Curriculum for Blind and Visually Impaired Students, Including Those with Additional Disabilities*

To receive any of these materials from the American Foundation for the Blind, contact Mary Ann Siller, AFB Dallas, (214) 352-7222, e-mail siller@afb.net.

National Information Center for Children and Youth with Disabilities (NICHCY)

- *Questions and Answers about IDEA* (This second edition has been completely rewritten to reflect the Federal regulations for IDEA that were released in 1999.)
- *Disability Awareness Resource 2000* (list of resources)
- *Interventions for Chronic Behavior Problems* (research brief)
- *Reading and Learning Disabilities* (briefing paper)

You can find these publications at www.nichcy.org. Or, call NICHCY for a free publications catalog at (800) 695-0285.

Paraprofessionals

- *Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation* This document from The National Resource Center for Paraprofessionals In Education and Related Services reports on a project of national significance designed to develop guidelines and standards for increasing the productivity and effectiveness of teacher/provider-paraeducator teams.

Please send requests to Marilyn Likins, Utah State University, 6526 Old Main Hill, Logan, Utah 84322-6526

Section 504

- *What Do I Do When... The Answer Book on Section 504* (reference book)

- *Student Discipline and Section 504 Compliance: Striking the Balance* (video)
- *Section 504 Compliance Advisor* (newsletter)
- *Section 504 Issues and Updates on Audio* (monthly audio cassettes)
- *Section 504/ADA Individual Accommodation Plan Writer Software* (Windows software)
- *Section 504 Compliance: Issues, Analysis, and Cases* (pamphlet)
- *Section 504, the ADA and the Schools* (compilation of court decisions and administrative rulings)

All published by LRP Publications. To order, call 1 (800) 341-7874 ext. 275, e-mail custserve@lrp.com, or visit www.lrp.com.

Software

- *WYNN (What You Need Now)* This new software from Arkenstone facilitates reading, writing, studying, and comprehension for people with reading challenges. WYNN uses a bi-modal approach and incorporates traditional study aids into a software product.

Visit www.wynn.arkenstone.org for a downloadable video demonstration or call Arkenstone at (800) 444-4443 for more information or the name of a dealer near you.

Transitions

- *Guiding Students with Disabilities through Transition from High School to College* (pamphlet)

LRP Publications. To order, call 1 (800) 341-7874 ext. 275, e-mail custserve@lrp.com, or visit www.lrp.com.

- *The Individuals with Disabilities Education Act of 1997 Transition Requirements: A Guide for States, Districts, Schools, Universities and Families* by Storms, J., O'Leary, E., & Williams, J. This is a newly released professional development resource that provides guidance for all services providers on what the transition provisions are and how to meet them. The book contains commonly asked questions and answers, a transition requirements checklist, and sample materials including letters and an IEP.

Copies are available electronically in html and PDF formats on the Western Regional Resource Center's web site:

<http://interact.uoregon.edu/wrrc/wrrc.html>. It is also available in print from the Publications Office at the Institute on Community Integration, University of Minnesota. Call (612)624-4512 to order.

Web Sites

- *Gateway to Educational Materials (GEM)* at www.thegateway.org allows teachers to type a topic, grade level, and other information into a search screen that then retrieves lessons, instructional units, and other free educational materials on that topic, for that grade level.

Training Opportunities

Month	Date	Event	Location	Contacts
August	20	Violence Prevention and Reduction in Schools	Web-based course, offered 8/20-12/15	The Teacher's Workshop Call (800) 991-1114 or (706) 769-1599
	22	Custody Issues in Arizona	Wells Fargo Conference Center 100 W. Washington St. Phoenix, AZ	Lorman Education Services Call (715) 833-3959 to register or (715) 833-3940 for questions www.lorman.com
	23-24	Due Process Hearing Officer Training	Airport Marriott Hotel Phoenix, AZ	Call Theresa Schambach at (602) 542-3084 or email tschamb@mail1.ade.state.az.us
September	1	Survival Tips	Mesa, AZ	CEC/CASE Call Dave Roels at (623) 939-4479 for more information.
	6-8	Child Abuse Seminar: The Reid Technique of Investigative Interviewing	Embassy Suites Phoenix Biltmore Phoenix, AZ	John E. Reid and Associates Call (800) 255-5747 or visit www.reid.com
	6-10	2K National Spinal Cord Injury Association Annual Educational Conference and Meetings	Tempe Mission Palms Hotel 60 East Fifth Street Tempe, AZ	Arizona Spinal Cord Injury Association Call (602) 239-5929, e-mail conference@azspinal.org , or register online at www.azspinal.org
	11-12	Arizona Behavioral Initiative	ASU-West Phoenix, AZ	Call Barbara Ohlund at (480) 965-6638, e-mail barbara@earthvision.asu.edu , or visit http://abi.ed.asu.edu
	12-14	Strategies for Supporting Individuals with Disabilities In Their Efforts to Achieve TRUE Participation at Home, at School at Work, and at Play	Airport Hilton St. Louis, MO	Magic Wand Solutions Call (317) 865-1810 or visit www.magicwandsolutions.com
	18-20	U.S. Department of Education's 2000 Regional Conferences on Improving America's Schools	Sacramento Convention Center 1030 15 th St. Sacramento, CA	U.S. Department of Education Call (800) 203-5494, e-mail ias_conference@ed.org or visit www.ncbe.gwu.edu/iasconferences
	21	Section 504 of the Rehabilitation Act: An Equal Shot for Students with Disabilities	ASU-West Phoenix, AZ	Call Miriam Podrazik at (602) 364-4005 or e-mail mpodraz@mail1.ade.state.az.us
	22	Due Process Hearing Officer Training	Airport Marriott Hotel Phoenix, AZ	Call Theresa Schambach at (602) 542-3084 or email tschamb@mail1.ade.state.az.us
	22-23	Southwest Conference on Special Education	Marriott Airport Hotel 1101 N. 44 th St. Phoenix, AZ	Arizona Center for Disability Law Call (602) 274-6287 or (800) 927-2260

September	28-29	From Risk to Resiliency: The Fifth Institute on Infant Toddler Mental Health	Crowne Plaza Hotel Phoenix, AZ	Infant Toddler Mental Health Coalition of Arizona Call Christina Mortel at (800) 689-6796
October	5	Discipline for Difficult Students	Telecourse series with follow-up through the internet	The Teacher's Workshop Call (800) 991-1114 or (706) 769-1599
	6-7	Issues in Language and Deafness: Cultural Perspectives and Language Learning	Creighton University Omaha, Nebraska	Continuing Education Program at Creighton University Call (402) 498-6749 or e-mail grandf@boystown.org
	6-7	Arizona Occupational Therapy Conference	Crowne Plaza Hotel at Metrocenter Phoenix, AZ	Arizona Occupational Therapy Association Call Michele Henry (602) 493-3742 or e- mail chelhenry@aol.com
	6-22	Santa Fe Symposia for Mental Health Professionals	Radisson Santa Fe 750 N. St. Francis Dr. Santa Fe, NM	New England Educational Institute Call (413) 499-1489, e-mail educate@neei.org , or visit www.neei.org
	11-12	Directors' Institute	Mesa Hilton Mesa, AZ	Arizona Department of Education/Exceptional Student Services Call Miriam Podrazik at (602) 364-4005 or e-mail mpodraz@mail1.ade.state.az.us
	12-13	Early Childhood Institute	YWCA Leadership Development Center 9440 N. 25 th Ave. Phoenix, AZ	Southwest Human Development Call Alan Taylor at (602) 266-5976
	19-20	Learning Disabilities Conference	Mesa Sheraton Mesa, AZ	Arizona Learning Disabilities Association Call (480) 294-0541
	19-21	22 nd International Conference on Learning Disabilities Tools For Life-Long Success: Interventions That Work	Hyatt Regency 208 Barton Springs Rd. Austin, TX	Council for Learning Disabilities Call (913) 492-8755 or visit http://cldinternational.org
	20-22	The Creative Mind: Advocating the Arts for Special Learners	Airlie Conference Center Warrenton, VA	The P. Buckley Moss Foundation for Children's Education Call (540) 932-1728, e-mail mossfoun@mnsinc.com , or visit www.mossfoundation.org
	23	Results-based Decision Making: Budgeting and Performance Measurement	Phoenix, AZ	Fiscal Policy Studies Institute Call Miriam Podrazik at (602) 364-4005 or e-mail mpodraz@mail1.ade.state.az.us
	26-28	Discipline and Alternative Education Conference	Regal Riverfront Hotel St. Louis, MO	The Teacher's Workshop Call (800) 991-1114 or (706) 769-1599
November	2	Discipline and Students with Disabilities: Navigating a Complex Web	St. Louis, MO (other locations available, see webpage for schedule)	LRP Publications Call (800) 727-1227, e-mail lrpconf@lrp.com or visit www.lrpconferences.com

November	9	Discipline for Difficult Students	Telecourse series with follow-up through the internet	The Teacher's Workshop Call (800) 991-1114 or (706) 769-1599
	9-10	Gentle Teaching: A Positive Approach For Challenges of Behavior and Learning	ASU West, La Sala Room 4701 W. Thunderbird Rd. Phoenix, AZ	AZ Positive Behavior Support Project, Institute for Human Development Call (877) 502-3045 or (520) 523-8714
	14	Managing Student Behavior	Satellite training	The Teacher's Workshop Call Tammy Chavez at (602) 542-3021 or e-mail tchavez@mail1.ade.state.az.us
	17	Building a Blueprint for Appropriate and Legal Autism Programs	Las Vegas, NV (other locations available, see webpage for schedule)	LRP Publications Call (800) 727-1227 or visit www.lrpconferences.com
	17-19	TECBD National Conference on Severe Behavioral Disorders of Children and Youth	Scottsdale Hilton Resort, Scottsdale, AZ	TECBD Call Pat Chipman at (480) 497-8526
December	8	Making Managers into Leaders: Bridging the Gap	Sheraton Crescent Hotel 2620 W. Dunlap Ave. Phoenix, AZ	Call (800) 780-7910 or visit www.enleadership.com
	9	Making Managers into Leaders: Bridging the Gap	Sheraton Tucson Hotel 5151 E. Grant Rd. Tucson, AZ	Call (800) 780-7910 or visit www.enleadership.com

SELECT

(Special Education Learning Experiences in Teaching) is a federally funded program sponsored by the

Arizona Department of Education. SELECT courses provide Special Education training to persons seeking to expand their skills in working with children with disabilities and are recommended for regular and special education teachers, related service personnel, paraeducators, and other interested individuals. Specifically teachers who are on emergency certificates can take SELECT courses to fulfill certification requirements, and special or regular education teachers can take these classes for contact hours in Special Education.

SELECT is recruiting instructors for subject areas and geographic areas where we are not currently able to offer courses. We are looking for people who are qualified to teach at the graduate level (a masters or doctoral degree required). We are particularly interested in people who live in or are willing to teach in these counties: Apache, Cochise, Coconino, Gila, Graham, Greenlee, La Paz, Mohave, Navajo, Pinal, Santa Cruz, or Yuma. We are also interested in instructors who are qualified to teach classes in the following Special Education certificate or subject areas: Mental Retardation, Emotional Disability, Learning Disability, Orthopedic/Health Impairment, Severely and Profoundly Disabled, Autism, ADHD, Bilingual Special Education, Consultative Techniques in Special Education, and Traumatic Brain Injury. If you are interested or if you know someone who would be interested in teaching with SELECT please call 520-523-8137 or fill out the Instructor Recruitment Survey in this issue of Special Edition.

The Institute for Human Development at NAU offers S.E.L.E.C.T. course:

ESE 502- "Behavior Management in Special Education: Positive School-wide Behavior Support"

Instructor: Joan Oakes, MSW

Course Description: The purpose of this course is to provide its students with the features, principles and procedures of school-wide approaches to Positive Behavior Support (PBS). Participants will be given the opportunity to participate in a practical research, team building, and project planning to produce an individual procedural plan for an educational organization. The course is designed to benefit school personnel (i.e., regular and special education teachers, school psychologists, counselors, administrators and educational assistants) and individuals in teaching or other professional training programs (i.e. licensure, Master's or Doctoral students).

NAU Registration Deadline is August 28th!

Instructor Recruitment

S E L E C T

Special Education Learning Experiences for Competency in Teaching

This survey is intended to gather input from professionals working closely with Arizona's public school Special Education programs on potential SELECT instructors in regional areas. The SELECT program is an Arizona Department of Education sponsored program that provides classes outside of a degree program for teachers working on certification and re-certification. Is there a qualified, dedicated person that you know of who could share their knowledge of Special Education? Please let us know by sending in the following information to SELECT Program Coordinator; NAU/Institute for Human Development; PO Box 5630; Flagstaff, AZ 86011; FAX it to: 520-523-9127; or call 520-523-8137. We appreciate your input!

SELECT instructors need to be qualified to teach at the graduate level. They must have a Masters or Doctoral Degree in the field that they would teach in. They are not necessarily required to have had university teaching experience. They must be willing to make the time commitment to teaching and the administrative aspects of the class. Many, but not all, of our SELECT courses are taught in a weekend format (Friday 4:00-10:00pm and Saturday 8:00am-5:00pm) so that teachers miss a minimum number of work hours. The SELECT program follows the NAU Statewide Academic Programs payscale.

The primary emphasis for SELECT is to accommodate those teachers working on emergency certification so the majority of our classes are certification requirements. We do try to make training available on other subjects that are greatly needed by schools and are looking for instructors who can offer a range of specialized information. Please indicate if the person you are proposing has training in any of the following areas.

Required Certification Courses – These courses are the basic courses that every certified teacher needs to take for Special Education certification by ADE:

- ☐ Foundations of Special Education
- ☐ Methods and Materials in Special Education
- ☐ Evaluation of Exceptional Students
- ☐ Survey of or Introduction to Special Education

Specialized Certificate Areas – To become certified in these areas the teacher must take the above courses with the following emphasis:

- ☐ Mental Retardation
- ☐ Emotional Disability
- ☐ Learning Disability
- ☐ Orthopedic/Health Impairment
- ☐ Hearing Impaired
- ☐ Visually Impaired
- ☐ Speech and Language Impaired
- ☐ Severely and Profoundly Disabled
- ☐ Early Childhood Special Education (three to five)

Other Topics – These are other types of classes that are offered through the SELECT program:

- ☐ Administration and Supervision of Special Education
- ☐ Assistive Technology
- ☐ Attention Deficit Hyperactivity Disorder
- ☐ Autism and Pervasive Developmental Disorder
- ☐ Behavior Management in Special Education
- ☐ Bilingual Special Education
- ☐ Consultative Techniques in Special Education
- ☐ Special Education Curriculum Adaptation
- ☐ Exceptional Students in Regular Programs
- ☐ The Changing Role of the Paraprofessional
- ☐ The Changing Role of the School Psychologist
- ☐ Transition Services
- ☐ Traumatic Brain Injuries
- ☐ Vocational / Teaching of Employment Skills
- ☐ Other_____

Name of potential SELECT instructor:_____

Mailing address:_____

E-mail address:_____

Phone number:_____

Job title/employer:_____

If you don't know someone who would want to teach a SELECT class please pass this survey on to someone else. Our goal is to find SELECT instructors in even the most remote areas of Arizona so that teachers have every opportunity possible to complete their certification requirements.

S E L E C T A T - A - G L A N C E F A L L 2 0 0 0

	City	Course	Dates / Times	Instructor
Coconino	IITV Origination: Flagstaff	ESE 502 Behavioral Management in Special Education: Positive School-wide Behavior Management 3 credit hours / 45 contact hours	9/9, 23; 10/7, 21; 11/4, 18; 12/2 S: 9:00 am – 3:00pm	Joan Oakes
	IITV Tuba City	ESE 502 Behavioral Management in Special Education: Positive School-wide Behavior Management 3 credit hours / 45 contact hours	9/9, 23; 10/7, 21; 11/4, 18; 12/2 S: 9:00 am – 3:00pm	Joan Oakes
	Page	ESE 507 Vocational and Social Aspects of Special Education: Transition Services 3 credit hours / 45 contact hours	9/1, 2; 9/15, 16; 9/29, 30 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Bruno D'Alonzo
	IITV Flagstaff	ESE 504 Methods and Materials in Special Education: Assistive Technology – What Teachers and Therapists Need to Know 1 credit hours / 15 contact hours	9/11, 18, 25; 10/2, 9 M: 4:30 – 7:30pm	Deanna Wagner
La Paz	Parker	ESE 509 Foundations of Special Education: Autism and Pervasive Developmental Disorders 2 credit hours / 30 contact hours	11/3, 4; 12/1, 2 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Dinah Jones
Maricopa	Phoenix	ESE 501 Exceptional Students in Regular Programs: The Dynamics of Healthy Integration for Students with Visual Impairments 1 credit hour / 15 contact hours	9/8, 9 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Heidi Henshaw and Sandra Stirnweis
	Phoenix	ESE 503 Evaluation of Exceptional Children: Early Childhood 3 credit hours / 45 contact hours	10/20, 21; 11/3, 4; 11/17, 18 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Cindy Hoard
	Phoenix	ESE 503 Evaluation of Exceptional Children: Learning Media Assessment for Students with Visual Impairments 3 credit hours / 45 contact hours	9/22, 23; 10/6, 7; 11/3, 4 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Heidi Henshaw and Janice Smith
	Phoenix	ESE 504 Methods and Materials in Special Education: Students with Traumatic Brain Injuries 1 credit hour / 15 contact hours	10/13, 14 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Mary Jane Trunzo
	Phoenix	ESE 506 Administration and Supervision of Special Education: Disability Law 1 credit hour / 15 contact hours	10/20, 21 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Jerri Katzerman
	IITV Origination: Scottsdale	ESE 504 Methods and Materials in Special Education: Assistive Technology – What Teachers and Therapists Need to Know 1 credit hour / 15 contact hours	9/11, 18, 25; 10/2, 9, 16 M: 4:30 - 7:00 pm	Deanna Wagner
	Phoenix	ESE 599 Contemporary Developments: Literacy Accommodations Using Simple Technology Solutions 1 credit hour / 15 contact hours	11/6, 13, 20, 27; 12/4 M: 4:15 – 7:15pm	Deanna Wagner
	Glendale	UAP 599 Contemporary Developments: Family Support, Self-Determination and Disability 3 credit hours / 45 contact hours	9/12 through 12/19 T: 6:00-9:30pm	Margaret White
	Mesa	UAP 599 Contemporary Developments: Family Support, Self-Determination and Disability 3 credit hours / 45 contact hours	9/14 through 12/21 Th: 6:00-9:30pm	Margaret White
Mohave	Kingman	ESE 506 Administration and Supervision of Special Education: Disability Law 3 credit hours / 45 contact hours	10/13, 14; 10/27, 28; 11/10, 11 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Bruno D'Alonzo
	Lake Havasu City	ESE 507 Vocational and Social Aspects of Special Education: Transition Services 3 credit hours / 45 contact hours	11/3, 4; 12/1, 2, 8, 9 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Bruno D'Alonzo
Navajo	IITV Kayenta	ESE 502 Behavioral Management in Special Education: Positive School-wide Behavior Management 3 credit hours / 45 contact hours	9/9, 23; 10/7, 21; 11/4, 18; 12/2 S: 9:00 am – 3:00pm	Joan Oakes
	Kayenta	ESE 509 Foundations of Special Education: Autism and Pervasive Developmental Disorders 3 credit hours / 45 contact hours	9/8,9; 9/22,23; 10/6,7 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Maria Berecin-Rascon and Elliot Gory
Pima	Tucson	ESE 502 Behavioral Management in Special Education 3 credit hours / 45 contact hours	10/20, 21; 11/3, 4; 11/10, 11 F: 4:00-10:00pm; and S: 8:00am-5:00pm	Laurie Dietz

You must pre-register for SELECT classes. There is no in-class registration. A SELECT class will be held with a minimum of eight
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Communication Survey

Improving our communication with the field is an on-going goal. Please participate in the following survey to let us know how we can serve you better.

1. How would you rate the overall effectiveness of ADE/ESS in their efforts to communicate with the field?
(1= lowest, 4= highest)

1	2	3	4
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2. How do you receive information about special education matters from ADE/ESS?
(1=Never, 2= Sometimes, 3=Often, 4=Always)

Special Edition	1	2	3	4
ADE Web Page	1	2	3	4
Memos and direct letters	1	2	3	4
Personal communication with ESS staff	1	2	3	4
Conferences (Directors' Institute, etc.)	1	2	3	4
Inservice training	1	2	3	4
Technical assistance documents	1	2	3	4
Other_____	1	2	3	4

3. What do you want to read about in *Special Edition*? (1=Least important, 4=Most important)

Best Practices	1	2	3	4
Excellence in Arizona Schools	1	2	3	4
Grant Opportunities	1	2	3	4
Theme oriented newsletters	1	2	3	4
Research	1	2	3	4
Students who are excelling	1	2	3	4
Department of Education Initiatives	1	2	3	4
Other_____	1	2	3	4

4. What modes of communication are/would be most effective for you when communicating with ADE/ESS?
(1=Least effective, 4=Most effective)

Regional meetings	1	2	3	4
Phone conferences	1	2	3	4
Online chats	1	2	3	4
E-mail (discussion groups or individual)	1	2	3	4
Live interactive television (NAUNet)	1	2	3	4
Other_____	1	2	3	4

5. What special education issues would you like to discuss with ADE/ESS?

6. How can ADE/ESS improve their efforts to communicate effectively? Please describe the situation needing change and how you would propose to improve it.

Please mail this survey to Miriam Podrazik, 1535 W. Jefferson (Bin 24), Phoenix, AZ 85007, fax it to (602) 542-5404, or e-mail your response to mpodraz@mail1.ade.state.az.us. Thanks for your feedback!

**Arizona Department of Education
Exceptional Student Services
1535 West Jefferson, 3rd floor
Phoenix, AZ 85007**

Select 86604